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ABSTRACT

In its first year of extension funding, Project CARIBE (Career Awareness in Bilingual Education) served 376 Spanish-speaking students of limited English proficiency at Eastern District High School (Brooklyn) and Far Rockaway High School (Queens). The program consisted of English-as-a-Second-Language (ESL) instruction, native language arts (NLA), content area courses taught bilingually, and bilingual guidance counseling. A resource and computer center was established and activities were conducted in academic counseling, career education, career-related enrichment, and parental involvement through parent advisory councils, cultural festivals, and workshops on topics of parent interest. Curriculum development activities were scheduled. The project met its ESL objective. Assessment of the NLA objective was not possible, and content area course objectives were not met. Attendance and staff development objectives were met, but due to inadequate data, assessment of cultural awareness, attitudes toward school, career awareness, and parental involvement was not possible. The suitability of the objectives will be reviewed. Program strengths include the resource room's availability to students, computer use, development of computer software, and parent activities. Recommendations include use of a different evaluation method for career awareness, attitudes, and staff development; use of computer software developed in the program for other populations; and use of the resource room as a model for other programs. (MSE)

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OREA Report

CAREER AWARENESS PROGRAM IN BILINGUAL EDUCATION

PROJECT CARIBE

1987-88

U.S. DEPARTMENT OF EDUCATION
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EVALUATION SECTION
John Schoener, Chief Administrator
June 1989

EVALUATION SECTION REPORT

CAREER AWARENESS PROGRAM IN BILINGUAL EDUCATION

PROJECT CARIBE

1987-88

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5/22/89

CAREER AWARENESS PROGRAM IN BILINGUAL EDUCATION
PROJECT CARIBE*
1987-88

SUMMARY

- Project CARIBE was fully implemented. During the 1987-88 school year students received instruction in English as a second language (E.S.L.), native language arts (N.L.A.), and bilingual content area courses.

- Overall, Project CARIBE students met the proposed objective in E.S.L. and attendance rates. Students did not meet the objective in content area subjects. No data were provided to assess the objectives in N.L.A., cultural awareness, attitudes toward school, career awareness, one of two in staff development, and parental involvement.

Career Awareness in Bilingual Education (Project CARIBE) was a Title VII-funded project in its first year of an extension following a three-year funding cycle. Project CARIBE served 376 Spanish-speaking students of limited English proficiency (LEP) at Eastern District High School in Brooklyn and Far Rockaway High School in Queens.

The program consisted of English as a second language (E.S.L.), native language arts (N.L.A.), content area courses taught bilingually, and bilingual guidance counseling. CARIBE established a resource/computer center and conducted activities in academic counseling, career education, career-related enrichment, and parental involvement. Curriculum development activities were scheduled for the summer.

At the resource center at both sites, project-funded computers were available for tutorial purposes. Project personnel provided tutoring and academic college and career counseling during students' lunch hours or free periods. To involve parents in the educational process, Project CARIBE established parent advisory councils, organized cultural festivals, and held workshops on topics of interest to the parents.

Students were eligible for participation in the program based on their school records and the scores they received on the English language version of the Language Assessment Battery (LAB). Since the posttest scores showed a statistically

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*This summary is based on the final evaluation of the "Project CARIBE 1987-88" prepared by the OREA Bilingual Education Evaluation Unit.

significant gain, Project CARIBE met its E.S.L. objective. It was not possible to assess the proposed objective for N.L.A. because of a lack of data, but, overall, more than 85 percent of program students passed their N.L.A. courses both semesters. Since less than 75 percent of project students passed their content area courses, Project CARIBE did not meet the objective for these subjects.

In the noninstructional domain, Project CARIBE met its proposed attendance objective since the attendance rate of program students was significantly higher than the schoolwide rate. It also met its staff development objective of fostering professional growth. Due to a lack of data, The Office of Research, Evaluation, and Assessment (OREA) could not evaluate objectives in the areas of students' cultural awareness, attitudes toward school, career awareness, or parental involvement. In the future, OREA will meet with the project director to discuss the suitability of objectives based upon the availability of instruments.

Title VII funds supported a project director, a resource teacher and paraprofessional at each site, an hourly staff member for parent education at Eastern District High School, and three summer curriculum developers.

Strengths of the program included the availability of the resource room to students, the use of computers, the development of computer software, and the activities provided for parents of participating students.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Use means other than a five-point scale to assess the development of career awareness, attitude awareness, and staff development.
- Use the computer software developed for Project CARIBE in other programs with similar populations who would benefit from individualized tutoring.
- Use the Project CARIBE'S resource room as a model for instituting computerized instruction in other programs.

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I. INTRODUCTION

The Career Awareness Program in Bilingual Education (Project CARIBE), a Title VII project, served 376 students at two high schools: Eastern District High School in Brooklyn and Far Rockaway High School in Queens. At both schools the project supplemented a municipally funded program that consisted of English as a second language (E.S.L.), native language arts (N.L.A.), and bilingual content area subjects. The main goal of Project CARIBE was to develop career awareness among Spanish-speaking students of limited English proficiency (LEP) through a computer literacy program. Project CARIBE planned to achieve its objectives by providing participants with academic and career advisement, a computer/resource center, career-related enrichment experiences, and curriculum development services. Its objectives also included staff development and parental involvement activities. In addition, curriculum development projects were scheduled for the summer.

CARIBE's Title VII staff included a director, an office aide, a resource teacher and paraprofessional at each school, an hourly staff member for parent education at Eastern District, and three people for summer curriculum development activities. The assistant principal (A.P.) of each school's foreign language department supervised staff members at their schools.

Eastern District and Far Rockaway had a large population of students who benefited from the support services provided by

Title VII funding. Administrators and teachers at both sites supported the program.

Eastern District served a predominantly Hispanic community of mostly low-income families who lived in project housing. It has had a tax-levy bilingual program for 17 years. Far Rockaway served a largely black and Hispanic population. A tax-levy bilingual program has been operating at this site for several years. The neighborhood was a mix of low- and low-middle income families with some depressed areas nearby.

Both schools had a large number of LEP students, and traditionally there had been a high dropout rate among the Hispanic students.

II. PROGRAM DESCRIPTION

PROGRAM SITES

Eastern District High School

Project CARIBE's resource center was located across the hall from the E.S.L. classrooms and the Foreign Language Department offices.

The resource specialist taught two periods of bilingual social studies each day and spent the rest of the day counseling CARIBE students on college and careers, supervising the computerized career-awareness sessions, planning trips, and working with students on the bilingual student magazine, El Camino Real. She had 13 years of teaching experience and was fluent in Spanish. Midway through the spring semester, she left the school to take another position and a Spanish teacher replaced her. This change in staff did not affect the project's functioning.

The paraprofessional, a full-time staff person, had predominately clerical duties and was fluent in Spanish. A part-time parent trainer taught an E.S.L./Americanization class in the evenings to the parents of Project CARIBE students. Students were eligible for participation in Project CARIBE on the basis of their school records and the scores they achieved on the Language

Assessment Battery (LAB).* There was an effort to maintain equal numbers of students in each of the four high school years served by the program.

Mainstreaming was automatic when a student scored above the twenty-first percentile on the LAB, unless the student's parent chose the bilingual program for her/him. The resource specialist told a field consultant that Project CARIBE students perform very well after they are mainstreamed. The resource specialist also reported that the guidance and support services at the school were adequate for the students' needs. She would have liked more computer courses in Spanish, and mentioned that having project students in various homerooms made it difficult to address them as a group.

The resource teacher kept a file on each student with information on academic progress, career interests, work experience, and hobbies. Students could come to the resource center in small groups or individually, either before class or during their lunch period, to receive counseling or to work with Microquest, a computerized career-choice profile. Some students participated in a leadership course in which they helped other

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*The Language Assessment Battery (LAB) was developed by the Board of Education of the City of New York to measure the English-language proficiency of nonnative speakers of English in order to determine whether their level of English proficiency is sufficient to enable them to participate effectively in classes taught in English. Students scoring below the twenty-first percentile on the LAB are entitled to bilingual and E.S.L. services.

students use the computer. They also translated and typed career information for the newsletter, Exploring Careers.

Students who were doing well, or showing improvement, participated in various career-related and enrichment activities, including a bilingual career day at York College, excursions to city museums, and a trip to Washington D.C. Those students who were falling behind were not able to go.

Project CARIBE students worked on El Camino Real, a magazine containing poetry and essays written by students in Spanish, English, and French. For two consecutive years the magazine won awards as an outstanding student publication.

A parents' program included E.S.L./Americanization classes offered in the evening and workshop meetings aimed at helping parents understand students' goals.

Far Rockaway High School

At Far Rockaway, the Foreign Language Department's A.P. supervised the bilingual program. The Title VII staff also fell under the rubric of this administrative structure. The resource specialist had a master's degree in education and seven years of teaching experience. The paraprofessional was working on a bachelor's degree and had six years of experience. Both were fluent in Spanish.

The resource specialist supervised activities in the resource room, organized trips and excursions for CARIBE students, and planned parents' meetings. The paraprofessional

worked in the resource room and also helped out in the bilingual mathematics classes.

LEP students who were identified by teachers and/or counselors as needing some kind of assistance were eligible to participate in Project CARIBE.

Mainstreaming occurred when students reached a degree of proficiency in English, usually after some two years in the bilingual program. Those students who required them received some services even after they were mainstreamed. A guidance counselor followed their progress and modified their program as necessary. In 1987, the class valedictorian was a former LEP student. About one-third of former program students went on to college. Special honors received by program students at Far Rockaway included two first prizes and two fourth prizes in a citywide Pan American essay contest.

The resource room at Far Rockaway provided students with individualized instruction in a number of academic subjects and in basic computer skills. The resource specialist had adapted programs in various subject areas for students to use individually in the resource room. The paraprofessional assisted the resource specialist.

Students used the resource room during their free periods, before school, or during lunch. The school permitted students to eat lunch there while working on the computers.

Many of the students who came to the resource room were potential discipline problems in the classroom, yet in the

resource room, where they worked individually and at their own pace, they made progress toward improving basic skills.

Title VII funds paid for an Apple computer and career-awareness software, but the majority of the students used the computer that belonged to the school and the instructional software provided by the resource specialist.

Additional program activities included a career day, contacts with colleges, an excursion to the Amish country in Pennsylvania, an international festival to which parents were invited, and the printing of a newspaper, La Luz. Far Rockaway High School did not offer E.S.L. classes for parents.

STUDENT CHARACTERISTICS

At Eastern District the majority of the student body (73 percent) was Hispanic, and half of these were LEP. At Far Rockaway, 24 percent of the school population was Hispanic, and the foreign languages A.P. estimated that approximately 50 percent of the bilingual students had problems with basic skills. Many of the students came from war-torn areas in Central America and had missed several years of schooling. Many students needed to work after school to support their families and often arrived in school very tired and unable to concentrate. Pregnancy and marriage also affected student performance.

Of the 335 students on whom data were available, 49 percent (162) had been in the program for one year, 34 percent (115) had been enrolled for two years, and 17 percent (58) had been enrolled for three years.

TABLE 1

Number and Percent of Program Students by Country of Birth

Country of Birth	Number of Students	Percent
Dominican Republic	109	29.5
El Salvador	74	20.0
Puerto Rico	72	19.5
Ecuador	27	7.3
Guatemala	26	7.0
Nicaragua	15	4.1
Honduras	12	3.2
Mexico	11	3.0
Panama	5	1.4
Central or South American Country Unspecified	5	1.4
Colombia	4	1.1
Chile	3	.8
Costa Rica	2	.5
Vietnam	2	5
Cuba	1	.3
Haiti	1	.3
U.S.A.	1	.3
TOTAL	370[a]	100.2[b]

[a]Data were missing for six students.
[b]Total does not equal 100 percent because of rounding.

- Most students came from the Dominican Republic, El Salvador, and Puerto Rico.

Ninety-nine percent of the students were native Spanish speakers. Most were born in the Dominican Republic, El Salvador, or Puerto Rico. (See Table 1.)

Of the students for whom the project provided data, approximately one-third were in the ninth grade and one-third in the tenth grade, the rest in eleventh and twelfth. (See Table 2.) Forty-nine percent of Project CARIBE students were overage for their grade placement.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	3	0	1	0	4
14	14	1	0	0	15
15	40	17	2	0	59
16	26	35	9	0	70
17	18	35	27	7	87
18	3	15	16	15	49
19	2	6	13	12	33
20	2	2	4	9	17
21	0	0	4	0	4
TOTAL	108	111	76	43	338*

Overage Students

Number	51	58	37	21	167
Percent	47.2	52.3	48.7	48.8	49.4

Eastern District High School

Number	19	42	23	17	101
Percent	43.2	60.0	46.9	53.1	51.8

Far Rockaway High School

Number	32	16	14	4	66
Percent	50.0	39.0	51.9	36.4	46.2

Note: Shaded boxes indicate expected age range for grade.

*Data were missing for 38 students.

- Most project students were in grades nine and ten.
- Percentages of overage students were similar at both schools.

III. EVALUATION FINDINGS

The Office of Research, Evaluation, and Assessment (OREA) evaluated Project CARIBE by inspecting student test results and program records, interviewing school and project personnel, and observing classes.

INSTRUCTIONAL ACTIVITIES

The project proposed instructional objectives in E.S.L., N.L.A., and content area subjects.

English as a Second Language

- As a result of participating in the program, E.S.L. students will make significant gains in English language proficiency.

Implementation. Eastern District offered six levels of E.S.L. The tax-levy courses carried one full credit; the Chapter 1 classes carried one-half credit and met for two periods at the beginning and intermediate levels and for one period at the advanced level. All LEP students took one Chapter 1 and one tax-levy E.S.L. class.

Far Rockaway High School offered three levels of E.S.L., as well as a transitional E.S.L. class following the uppermost level. The school also offered English for the foreign-born to newly arrived students and two E.S.L. classes to help students with content area courses.

An OREA field consultant observed a level-two Chapter 1 class and a level-four tax-levy class at Eastern District. In

the former, 18 students were present for the double-period class. Students worked on "describing a room," which included taking dictation, writing answers to the dictation on the blackboard, and reading and correcting each other's sentences. The exercise included grammar (discriminating between "there is" and "there are," and "a" and "an"). The teacher conducted the lesson entirely in English. In the level-four class, 13 students were present, six of them in Project CARIBE. The teacher explained the use of the past perfect tense with regular and irregular verbs. She reviewed homework and asked questions about verbs, reinforcing what they had learned. The teacher conducted the class entirely in English.

Outcome. To assess student achievement in English OREA data analysts computed a correlated t-test on students' LAB N.C.E. scores.* The t-test determines whether the difference between pretest and posttest mean scores is significantly greater than would be expected from chance variation alone.

Complete LAB pretest and posttest N.C.E. scores were available for 148 students. Students made an average gain of 7.1 N.C.E.s, which was significant ($p < .05$). (See Table 3.)

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*Raw scores were converted to N.C.E. scores, which are normalized standard scores. They have the advantage of forming an equal interval scale so that scores and gains can be averaged. For the norming population, N.C.E.s have a mean of 50, a standard deviation of approximately 20, and a range from one to 99. Scores can be compared to the norming population.

TABLE 3

Prestest/Posttest N.C.E. Differences on the Language Assessment Battery, by Grade

Grade	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference Mean	Difference S.D.	t Value	Effect Size
9	36	7.2	10.3	13.6	13.3	6.4	9.9	3.89*	.65
10	57	9.9	9.9	20.5	12.5	10.6	10.4	7.75*	1.02
11	38	14.5	10.4	20.0	13.8	5.5	10.6	3.22*	.53
12	15	16.9	10.2	13.3	10.6	-3.6	10.7	-1.30	.34
TOTAL	148"	11.0	10.5	18.1	13.3	7.1	11.4	7.60*	.62
School									
Eastern District	112	11.3	10.6	18.2	13.5	6.9	12.5	5.84*	.55
Far Rockaway	36	10.4	10.2	18.1	12.5	7.7	6.9	6.72*	1.12

*$p < .05$

"Total includes two students for whom grade level data were missing.

- Students in all grades but twelfth showed significant posttest gain.

Effect size varied in magnitude for the schools as well as for different grades.* The overall value was .62, which indicated that the LAB gains were of moderate educational meaningfulness.

Native Language Arts

- Seventy-five percent of the Spanish-dominant participants will demonstrate a significant increase in Spanish-language achievement as indicated by improvement in results of La Prueba de Lectura, Interamerican Series.

Implementation. At both schools bilingual LEP and mainstream native Spanish-speaking students took Spanish classes. At Far Rockaway students could receive college credit after taking an advanced placement Spanish class and passing an exam.

Outcome. It was not possible for OREA to evaluate the N.L.A. objective at either Eastern District or Far Rockaway since teacher-made tests, rather than La Prueba de Lectura, measured the acquisition of Spanish-language skills.

To assess the acquisition of N.L.A. skills, OREA examined the course passing rates in N.L.A. courses. Overall, more than 85 percent of the students obtained a passing grade of at least 65. Eastern District High School had a passing rate of over 90

*The effect size, developed by Jacob Cohen, is a ratio of the mean gain to the standard deviation of the gain. This ratio provides an index of improvement in standard deviation units irrespective of the size of the sample. Effect size (E.S.) is interpreted to indicate educational meaningfulness, and an E.S. of .80 is thought to be highly meaningful, while one of .20 is considered to be only slightly so.

percent, while Far Rockaway's was 64 percent in the fall and 79 percent in the spring.

Content Area Subjects

- Seventy-five percent of all target students will achieve a passing grade of 75 percent or better in the subject areas of mathematics, computer science, science, social studies, business, and health careers as indicated by results on teacher-made tests.

Implementation. Eastern District offered bilingual classes in mathematics, science, social studies, computers, and typing. Far Rockaway offered bilingual science, history, mathematics, and commercial keyboarding.

At Eastern District a field consultant observed a bilingual chemistry class and a social studies class. In the chemistry class, all 11 students were in CARIBE. The teacher conducted the class entirely in Spanish. The aim of the lesson was to teach the characteristics of different substances. The teacher heated a number of elements to demonstrate how their color, when heated, is a method of identifying them on a spectrum. Students referred to an English-language text and mimeographed sheets in English.

In the social studies class, 10 of the 21 students present were in Project CARIBE. The aim of the lesson was to review for a test on the Puritans. In response to a question from a student, the teacher spoke at length about the religious background of the Puritans. The teacher and students used only Spanish.

A field consultant observed a biology class at Far Rockaway where the teacher conducted a class in Spanish on the development

of the embryo and the reproductive system. She first wrote the vocabulary on the board, then explained the development of the egg. Students repeated aloud various words pertaining to the parts of the egg. The students asked questions about the process of birth. The teacher then dictated questions and answers on the subject they had just covered. The students copied them in their notebooks. In the next part of the lesson, students read aloud from the textbook. Not all the students had textbooks.

Outcome. The project did not meet its proposed content area objective. In none of the listed subject areas (mathematics, computer science, science, social studies, business, or health careers) did 75 percent of the students received grades of at least 75. (See Table 4.) It should be noted that the passing grade of 75 is 10 points higher than the norm. More students would have passed if a 65 percent criterion had been used.

NONINSTRUCTIONAL OBJECTIVES

The project proposed noninstructional objectives in attendance, attitude towards school, cultural awareneness, career awareness, staff development, and parental involvement.

Attendance

- The attendance rate of target students will be 10-15 percent greater than that of mainstream students as indicated by school records.

At Eastern District High School, the attendance rates of Project CARIBE students surpassed schoolwide rates by 18 percentile points; this was 25 percent greater than schoolwide

TABLE 4

Student Achievement in Content Area Courses

School	Subject	Fall		Spring	
		Number of Students	Percent Passing*	Number of Students	Percent Passing*
Eastern District	Math	144	45.1	132	47.0
	Science	135	30.4	103	33.0
	Social Studies	165	44.2	137	48.2
	Computer Science	19	42.1	45	51.1
	Business	24	66.7	15	60.0
	Health Careers	2	-0-	-0-	-0-
Far Rockaway	Math	115	27.0	107	17.8
	Science	102	54.9	96	53.1
	Social Studies	116	42.2	105	49.5
	Computer Science	46	65.2	20	60.0
	Business	-0-	-0-	4	25.0
	Health Careers	4	50.0	11	54.5
Total	Math	259	37.1	239	33.9
	Science	237	40.9	199	42.7
	Social Studies	281	43.4	242	48.8
	Computer Science	65	58.5	65	53.8
	Business	24	66.7	19	52.6
	Health Careers	6	33.3	11	54.5

*The passing criterion for these courses was set at 75 percent.

Note. Computer science includes data reported for computer literacy and keyboard typing classes.

- Less than 75 percent of the students earned grades of 75 in all content area subjects.

attendance. At Far Rockaway High School, the attendance rates of participating students surpassed school wide rates by seven percentile points; this was ten percent greater than the schoolwide rate. Project CARIBE met the attendance objective.

Cultural Awareness

- Seventy-five percent of the students will demonstrate an improvement in attitude toward their heritage as indicated by results on an appropriate Language Cultural Heritage Attitude Scale.

Since the project no longer used the Language Cultural Heritage Attitude Scale as an evaluation instrument, OREA could not assess this objective.

Attitude Toward School

- Seventy-five percent of all target students will demonstrate an improvement in attitude toward school as indicated by results on a five-point scale inventory.

Since Project CARIBE did not use an attitude scale as proposed, OREA could not determine whether it had met this objective.

At Far Rockaway, however, the project director reported that improved attitudes toward school were in evidence through a decrease in the dropout rate and discipline problems among project students.

Career Awareness

- Seventy-five percent of all target students will demonstrate an improvement in career awareness as indicated by results on a five-point scale.

Since the project did not use a five-point scale in either

school, it was not possible to determine whether it had achieved the career awareness objective. It was likely that Project CARIBE did increase career awareness among students through a number of activities. At Eastern District, CARIBE students had a career profile generated on the computer. Students disseminated a newsletter in Spanish to all CARIBE students with information on different careers. Students at both Eastern District and Far Rockaway attended a Title VII career day hosted by York College.

Staff Development

- Seventy-five percent of the staff in the program will demonstrate an increase in awareness of pupil needs and problems as indicated by a five-point scale.
- Ninety percent of the program staff will demonstrate professional growth by completing courses of study as indicated by college transcripts.

The project did not provide any data using the proposed five-point scale to assess changes in staff members' awareness of pupil needs and problems. Therefore, OREA could not determine whether the project had achieved the first staff development objective.

According to the project director, approximately 16 staff members, including the tax-levy teachers, took university courses. The resource specialists at both schools reported having taken computer courses to enable them to work with the computers in the resource centers and to teach computer literacy to the students. The paraprofessional at Far Rockaway also took a university course.

Bilingual and Project CARIBE staff at both schools attended

in-school workshops and staff meetings. Although the project did not provide the university transcripts as required in the objective, and technically OREA could not determine whether the project had met the objective, the project director verified course completion by staff members. Therefore Project CARIBE met the second staff development objective.

Parental Involvement

- Parents of target students will demonstrate more parental involvement than parents of mainstream students by demonstrating a 10-15 percent higher attendance at school functions.

One of the activities at Eastern District to involve parents in school functions included an evening E.S.L./Americanization class for parents of CARIBE students. Far Rockaway offered, but did not give, the class due to lack of interest on the part of parents. Eastern District held parent meetings each semester. At the fall meeting, Dr. Colon from Kingsborough Community College spoke to 11 parents on the necessity of parental input in students' education and college choices. The attendance at this meeting was similar to other parent meetings held at Eastern District. Far Rockaway invited parents to attend the school's international festival, which included workshops for the parents on computers, immigration laws, and parental involvement in the educational system. There was also a speaker from Queensborough Community College, who discussed careers. The school also invited parents to open school night and special day meetings.

The general feeling of CARIBE staff at both schools was that

although the schools extended many invitations to parents to involve them, the response was not very good. The program did not provide data on attendance at parent meetings. OREA could not determine whether it met its parent involvement objective.

IV. CONCLUSIONS AND RECOMMENDATIONS

Project CARIBE supplemented the municipally funded bilingual programs at Eastern District and Far Rockaway High Schools. At both schools the program had full support from the administration and the departments of foreign languages, which supervised the project staff.

The general goals of the project--to develop career awareness through computer literacy--were met, although at each school the emphasis differed according to the needs of the students being served. At Eastern District, Project CARIBE emphasized information and guidance regarding career and college; Far Rockaway emphasized improvement of basic skills.

Strengths of the program included the availability of the resource room to students, the use of computers, the development of computer software, and the activities provided for parents of participating students.

Project CARIBE met its E.S.L. objective. It was not possible to assess the proposed objective for N.L.A. because of a lack of data but, overall, more than 85 percent of program students passed their N.L.A. courses both semesters. Since less than 75 percent of project students passed their content area courses, Project CARIBE did not meet the objective for content area subjects. One explanation for this failure to meet the objective was that the criterion was too stringent; the usual passing criterion in New York City high schools is 65 percent.

In the noninstructional domain, Project CARIBE met its proposed attendance objective since the attendance rate of program students was at least ten percent higher than the schoolwide rate. It also met its staff development objective of promoting professional growth, although the other one in this area could not be assessed. In addition, curriculum development activities were scheduled for the summer.

Due to a lack of data, OREA could not evaluate objectives in the areas of students' cultural awareness, attitudes toward school, career awareness, or parental involvement. Despite the lack of data, it was apparent that the project had provided a number of relevant activities for the parents of participating students. The feeling of CARIBE staff at both schools was that although activities were available, response was low.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Use means other than a five-point scale to assess the development of career awareness, attitude awareness, and staff development.
- Use the computer software developed for Project CARIBE in other programs with similar populations who would benefit from individualized tutoring.
- Use the Project CARIBE'S resource room as a model for instituting computerized instruction in other programs.